

SELPA Cadre Bootcamp Breakout

Presented by CAPTAIN Leadership

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- Complete "ASD Across the Lifespan" online class through Coursera (New members only)
- · Complete annual CAPTAIN online survey
- Participate in annual CAPTAIN Summit
- Participate in local CAPTAIN collaborative meetings/activities to implement local plans (at least quarterly)

Additional SELPA Requirements

- Provide trainings for your SELPA on "Overview of ASD, CAPTAIN and EBPs for ASD" (at least 1 per year) Why?
- Provide 3 trainings on specific EBPs
 Wbv2



Additional <u>SELPA</u> Requirements

 Provide implementation coaching for 3 teachers/programs within your SELPA using implementation checklists and coaching process

OR

• Train 3 additional coaches on CAPTAIN model of training and coaching EBPs for ASD

Why?

Additional SELPA Requirements

 Meet with SELPA leadership to discuss and plan for local implementation of Regional Plan

Why?

Who Are We?

CAPTAIN Cadre members may be...

- Teachers
- Psychologists
- Behavior Analysts/Specialists
- Autism/Program Specialists
- Administrators
- Related Service Providers
- Parents/Advocates
- Regional Center Clinical Team Members
- Regional Center Service Coordinators/Supervisors

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(AAD)	AUTISM SUPERHERO

SELPA Cadre Member Characteristics

- Demonstrates competence with EBPs
- Focuses on others perspectives/interests
- Supports others ideas objectively without immediate judgment
- Collaborates to determine which evidence based practices guide the work with the student
- Addresses aspects of the issues/concerns
- Adapts to take advantage of a spontaneous learning situation
- · Creates a caring relationship in which
 - challenges are viewed as opportunities for growth
 - successes are celebrated

Use of Implementation Science

- Methods that influence the integration of evidence-based interventions into practice settings
- Uses common frameworks, principles, and best practices to study and improve implementation of evidence-based or evidence-informed practices in the real world









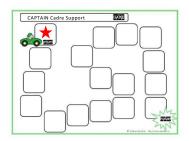
http://nirn.fpg.unc.edu

CAPTAIN Cadre Support: Your Team Members

CAPTAIN Leadership Team

CAPTAIN Cadre and Regional Team Members

Written Agreements



Getting Support, Commitment and Buy In

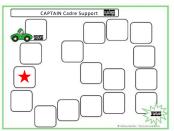
- Have a three way meeting with Administrator(s), Coach, and Implementer(s)
- Administrator states the goals of CAPTAIN project and the expectations of both the coach and implementer
- Clarify the relationship (not evaluative)
- Positive and supportive professional development opportunity
- Have participants make a commitment (written)

Link to Agreement Form



CAPTAIN Cadre Support: Assessing Strengths and Needs

- Autism Program Environment Rating Scale (APERS)
- CAPTAIN
 Classroom
 Observation Form
- CAPTAIN Training and Confidence Survey



Identifying Strengths and Need

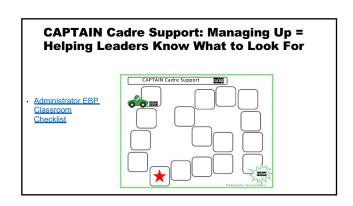
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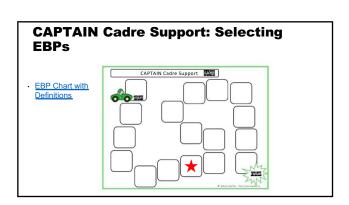
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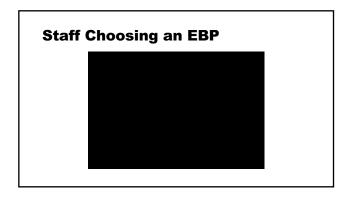
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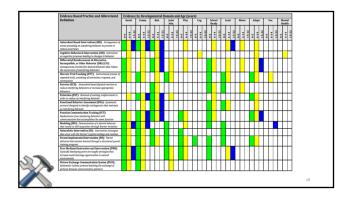
CAPTAIN Classroom Observation Form | Compared | Compar

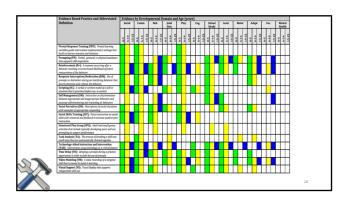
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A55C55II	ing EBF Training and Connuctice
	Analyse () Philano (III)
	CAPTAIN - Training & Confloence Survey
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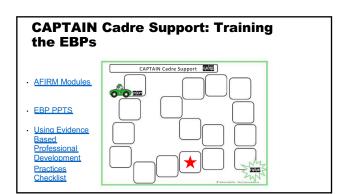




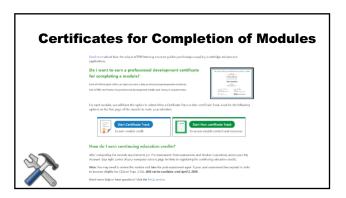








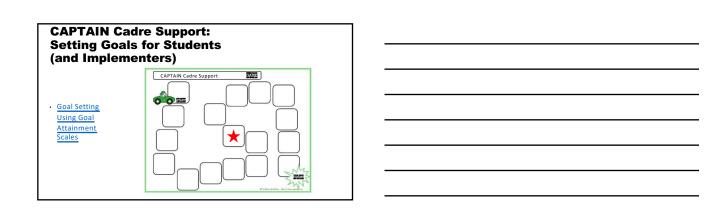






Designing Professional Development PREPLANING CHECKLIST FOR DESIGNING EVIDENCE DASED PRACTICE (PROFESSIONAL DEVELOPMENT EVIDENCE DASED PRACTICE (PROFESSIONAL DEVELOPMENT Step 1 Consider Week, Assessment of Assistance Step 2 Service (See Assessment of Assistance Step 3 Service (See Assessment of Assistance Step 3 Service (See Assessment of See As

Using EBPs for Professional Development Dissemination (Training) • Targeted distribution of information and intervention materials to an audience Implementation (Coaching) • Use of strategies adopted by an identified group of practitioners, performed with fidelity



Goal Attainment Scaling

- An evidence based tool to measure progress made on a goal or benchmark for:
 • An individual

 - A group of individuals
- A data collection tool that allows for progress to summarized and documented
- Not a substitute for goals (or other objective benchmarks) it's a supplement



Goal Attainment Scaling

5 Point range of performance for students/programs/teams:

- Current Level of Performance (0)
- Initial Objective (1)
- Secondary Objective (2)
- Expected Level of Performance (3)
- Exceeds Expected Level of Performance (4)



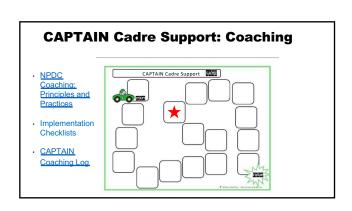
Goal Attainment Scaling Form

Current Level of Performance (0)	
Initial Objective (1)	
Secondary Objective (2)	
Expected Level of Outcome (3)	
Exceeds	



Season Services Program ***Season Name | Season Name | Se

	vient Name:	ample: St	
	te Developed:	Developed By:	
٠	Present Level of Performance	When Nate has to communicate throughout the day, he verbalizes to staff/peers, with appropriate voice volume and tone to gain attention. \$6% of the time with verbal prompts and visual supports.	EATE:
,	Initial Objective	When Nate has to communicate theoughout the day, he will verbalze to staff/peers, with appropriate voice waters and tone to gain attention, 65% of the time with stated suspects, for 2 cornective weeks as observed and charted by staff.	DATE:
2	Secondary Objective	When Nate has to communicate throughout the day, he will verbalize to staff/peers, with appropriate voice volume and tone to gain attention, 20% of the time within the classroom, for 2 consecutive weeks as singered and theried by staff.	DATE:
3	Annual Goal	When Nate has to communicate throughout the day, he will verbalize to staff/peers, with appropriate volco volume and tone to gain attention. 20% of the time within electives, PC, and the caleteria, for 2 consocutive weeks as observed and charled by staff.	DATE:
4	Exceeds Annual Goal	When Nate has to communicate throughout the day, he will verbalize to staff/peers, with appropriate voice waiture and tone to gain attention, 80% of the time within social settines like field trips, assists periods, and in the community, for 2 connecting weeks as	DATE:



Training Components	tcomes Related to Training Components Training Outcomes			
	Knowledge of Content	Skill Implementation	Classroom Application	
Presentation/ Lecture	10%	5%	0%	
Plus Demonstration in Training	30%	20%	0%	
Plus Practice in Training	60%	60%	5%	
Plus Coaching/ Admin Support Data Feedback	95%	95%	95%	

Underlying Assumptions

- Practitioners have good skills but can increase their skills.
- Practitioners establish new skills or refine existing skills through self evaluation.
- Practices can change using data and observational feedback.
- Coaching is a cyclical process.



Effective Coaches

- Engages in focused conversation
- Observes
- Uses questioning and communication skills to empower the implementer to reflect on practices
- Helps implementer to incorporate evidence based practices
- Shares knowledge, expertise and guidance
- Provides direction in
 - Targeting evidence-based practice
 - Identifying data collection methods
 - Interpreting performance



Recruiting the Best Coaching Candidates

- Start with willing implementers
- Ask for volunteers to work with you on this CAPTAIN project
- Have past implementers help to recruit new implementers
- Test your new coaching skills and roll out on a trusted partner who will give you feedback and help you develop as well

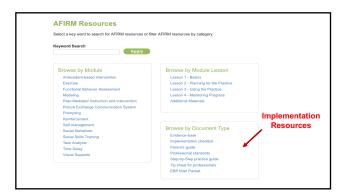


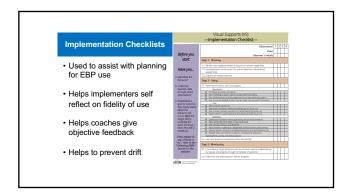
Coaching Manual

- Introduction to Coaching
- The Coaching Process: The Model and Method
- Coaching Practices, Implementation Science, and the NPDC











Pre-Observation Conference: Implementer's Role

- State the purpose
- Negotiate coaching target
- Agree on observable implementer and student behavior
- · Negotiate data recording
- Negotiate dates/times for observation and post-observation conference

Pre-Observation Conference: Coach's Role

- Complete coaching log
- Guide selection of coaching target
- · Verify understanding through questioning
- Introduce mastery and maintenance criteria
- Identify and confirm the recording method
- Summarize the pre-observation conference
- Negotiate dates/times for observation and post-observation conference

Coaching Methods: Open vs. Closed Questions

Open Question Starters

Tell

• How

• Describe

What

• Why

• Should • Will

Are

• Do

• Have

• Would

Closed Question Starters

• Can

Open questions are incompatible with closed questions

Pre-Observation Conference

http://autismpdc.fpg.unc.edu/coaching/videos/igloo



Observation OBSERVATION COME Tree Length: Entiring

Observation: Implementer's Role

- Provide a location for the coach to view the target behavior
- Provide observation space
- Create barrier-free access to data collection area
- Provide and test recording materials and take sample data
- Prepare students for coach's arrival
- Prepare plan to be implemented if a student talks to the coach
- Begin lesson at agreed upon time
- Do not signal or include coach in lesson

Observation: Coach's Role

Etiquette

- Arrive and leave at the agreed upon time
- Follow the agreed upon script if a student attempts to engage coach
- Do not signal or talk to the partner during observation
- Do not participate in lesson

Activities

- Collect data
- Summarize data
- Complete observation portion of the coaching log
- Provide copy of data to IP before post-observation conference

Post-Observation Conference: Implementer's Role

- Review data and data summary collected during observation
- Make self-evaluative statements based on the data
- · Suggest methods to enhance skills
- · Finalize action to improve performance
- Negotiate date/time for next pre-observation conference

Post-Observation Conference: Coach's Role

- Present data, data summary, and notes
- Solicit self-evaluative statements
- Suggest/prompt IP to develop solutions
- Suggest/prompt IP to develop a plan of action based on the data
- Provide feedback on the IP's performance
- Invite discussion and sharing of ideas
- · Decide on future plans
- Schedule next pre-observation conference/observation
- · Complete coaching log

Post-Observation Conference

http://autismpdc.fpg.unc.edu/coaching/videos/igloo



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Coaching Log
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Administrator Reflection on Coaching

https://www.youtube.com/watch?v=91GXpCOZPNA

Potential Barriers

- Administrative Support
- Time for Training and Coaching
- Coaching Skills



If these are not in place, coaching is unlikely to succeed,

But HOW do I get them in place?

Putting it all Together: CAPTAIN Example Josh







Goals: Volunteering (topic contribution in class)
Organization (academic materials)
Speaking Clearly (social settings)

Video Modeling

What is it:

 Video modeling is a mode of teaching that uses a visual model of the targeted behavior or skill

Age group:

• Early Childhood through High School





Goal: Speaking Clearly

		Coal Attainment Studing Form	
State	et Name:		
Cuts	Beveloped:	Beveloped By:	
٠	Present Level of Performance	Social situation / adult. Josh does not make clear, articulated responses and without appropriate volume.	DATE
•	Initial Objective	Social situation / adult. Josh will make clear, articulated responses with appropriate volume, when given a verbal or visual prompt.	OATE:
2	Secondary Objective	In a social setting when an adult speaks to Josh, he will look at the speaker and respond with clear articulation and volume, 4 out of 5 times.	DATE:
3	Annual Goal	In a social setting with adults or peers, Josh will follow prompts to initiate, using clear articulation and volume, 4 out of 5 times.	DATE:
•	Exceeds Arran Soar	Josh will independently initiate verbal questions and statements with adults with clear articulation and volume 4 out of 5 opportunities.	DATE

]
Josh Baseline Video	
]
Video: Speaking Clearly	
]
Results of Implementation EBP	
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Josh Outcome Data | State | S

Troubleshooting



- Better to use familiar students, friends, and school setting
- High School
 - Involve students in filming process
 - Students edited videos video media center / club
 - Respect the students' ideas and wishes
- Had to make sure the script was REAL language used by teens on that campus

One Year Later...

 Video of Josh maintaining same level of behavior as targeted in the VM/EBP

Putting it All Together: Classroom Scenario

- Get together with your job-alike group based upon grade level (e.g., Early Education, Elementary, Middle School, and High School)
- Complete your CAPTAIN Cadre Task Analysis of how you might support this classroom teacher, using the tools and resources you have learned about today.